# 2014 EPP Annual Report

| CAEP ID: | 10504 | AACTE SID: | 4420 |
|---|---|---|---|
| **Institution:** | University of Central Arkansas | | |
| **Unit:** | College of Education | | |

## Section 1. AIMS Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

In AIMS, the following information is current and accurate…

|  | Agree | Disagree |
|---|---|---|
| Contact person | ● | ○ |
| EPP characteristics | ● | ○ |
| Program listings | ● | ○ |

## Section 2. Program Completers

How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2012-2013 ?

Enter a numeric value for each textbox.

| | |
|---|---|
| Number of completers in programs leading to initial teacher certification or licensure | 250 |
| Number of completers in programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.) | 123 |
| Total number of program completers | 373 |

## Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2012-2013 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP

No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited

Created 13 graduate and post master IHE certificates out of current master degree programs. These IHE certificates are embedded in current degree programs.

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited

Mathematics and Science Bachelor of Science in Education degrees will be phased out and instead Math/Science candidates will receive a BA or BS in their major and a STEMTeach minor to support their 7-12 teaching licensure. The new STEMteach program is a replication of the U of TX UTEACH program. Master of Arts in Teaching and Reading graduate programs were converted to online delivery. Created a Teaching and Learning minor for secondary education students by taking 20 hours of current licensure-related courses and putting them together to form the minor.

3.4 A contract with other providers for direct instructional services, including any teach-out agreements

No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status

No Change / Not Applicable

3.6 Change in state program approval

No Change / Not Applicable

## Section 4. Display of candidate performance data.
*Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.*
HEA Title II-Institutional Report Card:
http://www2.uca.edu/panda/reports/title2/

Novice Teacher Ratings of UCA Teacher Education Programs:
http://uca.edu/education/files/2013/07/Novice-Teacher-Ratings-of-UCA-Teacher-Education-Program.pdf

American Association of Colleges for Teacher Education (AACTE) PEDS Report:
http://uca.edu/education/files/2013/07/PEDS-Report.pdf

## Section 5. Candidate and Program Measures
*For each required measure of program impact, program outcome, or consumer information, evidence must be provided for programs leading to initial teacher certification or licensure. CAEP encourages EPPs to provide information on the optional reporting measures as well.*

Required Reporting Measures

5.1 Impact on P-12 learning and development
5.2 Results of completer surveys
5.3 Graduation rates
5.4 Ability of completers to meet licensing (certification) and any additional state requirements

Optional Reporting Measures

5.5 Indicators of teaching effectiveness
5.6 Results of employer surveys, and including retention and employment milestones
5.7 Ability of completers to be hired in education positions for which they have prepared
5.8 Student loan default rates and other consumer information

Yes, a program or programs leading to initial teacher certification is currently being offered.

## REQUIRED REPORTING MEASURES

5.1 Impact on P-12 learning and development. *Report information on <u>candidate</u> performance during pre-service and <u>completer</u> performance during in-service for programs leading to an <u>initial</u> teacher certification or licensure.*

Which of the following measures of impact on P-12 student learning is the EPP using and planning to use as evidence?

| Assessments | Data are available | Data are not available | |
| --- | --- | --- | --- |
| | | The EPP has a plan to collect data in the next two years. | The EPP does not currently have a plan to collect data within the next two years. |
| Column 1 | Column 2 | Column 3 | Column 4 |

5.1.1 Candidate performance during pre-service

| | | | |
| --- | --- | --- | --- |
| Unit and lesson plans | ● | ○ | ○ |
| Pre-post tests of student learning | ● | ○ | ○ |
| Videos of candidate instruction | ● | ○ | ○ |
| Candidate reflection | ● | ○ | ○ |
| Surveys of P-12 students on candidate performance | ● | ○ | ○ |
| State-adopted assessment(s) (specify) | ○ | ○ | ● |
| State-designed assessment(s) (specify) | ○ | ○ | ● |
| EPP-designed assessment(s) (specify) Teacher Performance Outcomes Assessment (aligned with Pathwise/Praxis III) | ● | ○ | ○ |
| Other (specify) | ○ | ○ | ● |

5.1.2 Completer performance during in-service

| | | | |
|---|---|---|---|
| Student achievement and/or learning models (e.g., value-added modeling) | ○ | ◉ | ○ |
| EPP-designed case study | ○ | ○ | ◉ |
| Other (specify) | ○ | ○ | ◉ |

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5.2 Results of completer surveys. *Report information on the satisfaction of completers of programs leading to an initial teacher certification or licensure.*

5.2.1. If "Disagree", go to 5.3

| | Agree | Disagree |
|---|---|---|
| Completer survey results are available to the EPP. | ◉ | ○ |

5.2.2 Which of the following descriptions characterize the completer survey(s) available on the preparation of the EPP? (Check all that apply.)

☑ The completer provides summary ratings of the EPP and its programs.

☑ The completer provides responses to open-ended questions about the EPP.

☑ The completer provides a response to questions about their preparation in at least one of the following areas:

☑ Content knowledge

☑ Instruction and pedagogical content knowledge

☑ Teaching diverse P-12 students

☑ Teaching P-12 students with diverse needs

☑ Classroom management

☐ Alignment of teaching with state standards

☐ Family and community engagement

☑ Assessment of P-12 student learning

☐ Other (Specify)

5.2.3 If applicable, after a candidate completes a program, when does the EPP administer its completer surveys? (Check all that apply.)

☑ At the end of the program

☑ Between the end of the program and one year after program completion

☐ Between one and two years after program completion

☐ Between two and three years after program completion

☐ Between three and four years after program completion

☐ More than four years after program completion

5.2.4 Indicate the EPP's access to results of completer surveys and the survey response levels.

Record a response for each row.

| Survey administered by | No access to data | Access to data | Number of completers surveyed | Number of responses received |
|---|---|---|---|---|
| EPP | ○ | ◉ | 250 | 250 |
| Individual program | ◉ | ○ | | |
| Institution or organization | ◉ | ○ | | |

| | | | | |
|---|---|---|---|---|
| State | ○ | ◉ | 250 | 141 |
| Other (specify) | ◉ | ○ | | |

**5.2.5 The EPP can demonstrate that the completer survey is…**

| | Agree | Disagree |
|---|---|---|
| Reliable (produces consistent results about completer satisfaction) | ◉ | ○ |
| Valid (can make an appropriate inference about completer satisfaction) | ◉ | ○ |
| A measure with a representative sample (demonstrates typical completer responses) | ◉ | ○ |
| Inclusive of stakeholder interests | ◉ | ○ |
| A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement) | ◉ | ○ |
| **5.2.6** The EPP can demonstrate that it has made modifications in its preparation based on completer survey results. | ◉ | ○ |

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5.3 Graduation rates. *Report information on enrollment and candidate progress in programs leading to an initial teacher certification or licensure, as of September 1, 2013.*

Enter a numeric value for each textbox.

| | Academic year a candidate was first enrolled | | | | |
|---|---|---|---|---|---|
| | AY 2012-2013 | AY 2011-2012 | AY 2010-2011 | AY 2009-2010 | AY 2008-2009 |
| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
| First Time Enrollment. The number of candidates who enrolled for the first time, during a specified academic year. | | | | | |
| Number of candidates who were enrolled for the first time in a program leading to an initial teacher certification or licensure | 435 | 351 | 335 | 343 | 262 |
| Progress in AY 2012-2013. The number of candidates/completers who were recommended for initial teacher certification or licensure during AY 2012-2013. List candidates according to the academic year they were first enrolled. | | | | | |
| Number of candidates who were recommended for a initial teacher certification or licensure during AY 2012-2013 | 0 | 59 | 140 | 43 | 8 |
| *Example: If 15 candidates were recommended an initial teacher certification in AY 2012-2013, the numbers across the row should sum to 15 (2+10+0+2+1).* | *2* <br> *Two candidates (who first enrolled in AY 2012-2013) were recommended for an initial teacher certification.* | *10* <br> *10 candidates (who first enrolled in AY 2011-2012) were recommended for an initial teacher certification.* | *0* <br> *Zero candidates (who first enrolled in AY 2010-2011) were recommended for an initial teacher certification.* | *2* <br> *Two candidates (who first enrolled in AY 2009-2010) were recommended for an initial teacher certification.* | *1* <br> *One candidates (who first enrolled in AY 2008-2009) were recommended for an initial teacher certification.* |

| | |
|---|---|
| Number of candidates/completers who were not recommended for an initial teacher certification or licensure... | 0 |
| Continued in a program | 1 |
| Been counseled out of a program | 5 |
| Withdrawn from a program | 19 |

5.4 Ability of completers to meet licensing (certification) and any additional state requirements. *Report information on candidate performance on state licensure tests for initial teacher certification or licensure.*

5.4.1 Assessment Pass Rates reported to Title II

| | Number taking test | Average scaled score[*] (This value should be between 0-1.) | Number passing test | Pass rate (%) | Statewide average pass rate (%) |
|---|---|---|---|---|---|
| All program completers, 2011-2012 | 229 | 0.75 | 228 | 99 | 94 |
| All program completers, 2010-2011 | 232 | 0.74 | 231 | 99 | 96 |

5.4.2 The EPP can demonstrate that the licensure or certification test results are...

| | Agree | Disagree |
|---|---|---|
| Representative (demonstrates typical candidate or completer performance) | ● | ○ |
| Actionable (provides specific guidance for continuous improvement) | ● | ○ |

5.4.3 The EPP can demonstrate that it has made modifications in its preparation based on certification test results. ● ○

# OPTIONAL REPORTING MEASURES

5.5 Indicators of teaching effectiveness. *Report information on the availability of measures of teaching effectiveness during in-service for* completers *of programs leading to an* initial *teacher certification or licensure*

For which of the following measures of teaching effectiveness does the EPP have data or plan to collect data?

Record a response for each assessment (row).

| Assessments | Data are available | Data are not available | |
|---|---|---|---|
| | | The EPP has a plan to collect data in the next two years. | The EPP does not currently have a plan to collect data within the next two years. |
| Column 1 | Column 2 | Column 3 | Column 4 |
| Completer performance during in-service | | | |
| Surveys of P-12 students on completer | ○ | ○ | ○ |

performance

| | | | |
|---|---|---|---|
| School district-level teacher evaluation | ○ | ○ | ○ |
| Employer observations | ○ | ○ | ○ |
| Employer surveys | ○ | ○ | ○ |
| EPP-designed case study | ○ | ○ | ○ |
| Other (specify) | ○ | ○ | ○ |

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**5.6 Results of employer surveys, including retention and employment milestones.** *Report information on the availability of employer satisfaction data for completers employed by school districts.*

### 5.6.1 If "Disagree", go to 5.7

| | Agree | Disagree |
|---|---|---|
| Employer survey results are available to the EPP. | ○ | ○ |

### 5.6.2 Which of the following descriptions characterize the employer survey(s) available? (Check all that apply.)

☐ The employer provides overall summary ratings of the completer.

☐ The employer provides responses to open-ended questions about the completer.

☐ The employer provides a response to questions about the completer's preparation in at least one of the following areas:

☐ Collaboration with school-based colleagues and staff

☐ Alignment of teaching with state standards

☐ Family and community engagement

☐ Content/subject matter

☐ Instructional and pedagogical content knowledge

☐ Development of a safe learning environment

☐ Assessment of P-12 student learning

☐ Teaching P-12 students with diverse needs

☐ Teaching diverse P-12 students

☐ Other (Specify)

### 5.6.3 Indicate the access the EPP has to results from employer surveys and their response levels. (Check all that apply.)

Record a response for each row.

| Survey administered by | No access to data | Access to data | Number of completers surveyed | Number of responses received |
|---|---|---|---|---|
| EPP | ○ | ○ | | |
| Institution or Organization | ○ | ○ | | |
| School District | ○ | ○ | | |
| State | ○ | ○ | | |
| Accreditation agency | ○ | ○ | | |
| Other (specify) | ○ | ○ | | |

**5.6.4 The EPP can demonstrate that the employer survey is...**

| | Agree | Disagree |
|---|---|---|
| Reliable (produces consistent results about employer satisfaction) | ○ | ○ |
| Valid (can make an appropriate inference about employer satisfaction) | ○ | ○ |
| A measure with a representative sample (demonstrates typical employer responses) | ○ | ○ |
| Inclusive of stakeholder interests | ○ | ○ |
| A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement) | ○ | ○ |

**5.6.5** The EPP can demonstrate that it has made modifications in its preparation based on employer survey results.  ○  ○

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5.7 Ability of completers to be hired in education positions for which they have prepared. *Report on the availability of employment information for <u>completers</u> of programs leading to an <u>initial</u> teacher licensure or certification, as of September 1, 2013.*

**5.7.1 If "Disagree", then go to 5.8**

| | Agree | Disagree |
|---|---|---|
| The EPP has attempted to collect data on the employment status of completers. | ○ | ○ |

**5.7.2 What strategies have the EPP used to collect data? (Check all that apply.)**

- ☐ Completer survey
- ☐ Employer survey
- ☐ Institutional or organizational department (e.g., Alumni Office) (specify)
- ☐ Collaboration with other EPPs
- ☐ Collaboration with school districts
- ☐ Collaboration with state education departments
- ☐ Contracted a consultant or organization
- ☐ Other (specify)

**5.7.3 What challenges have the EPP encountered when collecting data? (Check all that apply.)**

- ☐ Low response rates
- ☐ Inaccurate reporting of employment status
- ☐ Maintaining current candidate records
- ☐ Privacy issues
- ☐ Insufficient resources
- ☐ Other (specify)

**5.7.4 If "Disagree", then go to 5.8**

| | Agree | Disagree |
|---|---|---|
| The EPP has access to information on the employment status of completers | ○ | ○ |

**5.7.5 The EPP has access to information on the employment status of completers from which of the following sources? (Check all that apply.)**

- ☐ Self-report from the completer
- ☐ Third party:

☐ School district

☐ State department (specify)

<div style="background:yellow"> </div>

☐ Other (specify)

<div style="background:yellow"> </div>

5.7.6 Based on the EPP's available information, complete the chart below on the employment status of candidates who completed their program in Academic Year 2012-2013.

| Year of program completion | Total number of completers | Number of completers with each employment status | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | | Employed in a position for which they were prepared | Employed in an education position outside of their preparation | Enrolled in higher education | Employed outside of the education field | Not employed | Employment status unknown |
| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 | Column 7 | Column 8 |
| AY 2012-2013 | | | | | | | |
| Example: If 60 candidates completed their program in AY 2012-2013, the numbers across the row should sum to 60 (17+9+8+4+2+20) | 60 | 17 | 9 | 0 | 4 | 2 | 20 |

5.8 Student loan default rates and other consumer information. *Report consumer information for the educator preparation provider.*

Indicate which of the following categories of consumer information the EPP has access to and publicly displays on its website. (Check all that apply.)

Record a response for each row.

| Consumer information | No Access to data | Access to data | Publicly displayed data |
| --- | --- | --- | --- |
| 3-year student loan default rate | ○ | ○ | |
| Average cost of attendance | ○ | ○ | |
| Average beginning salary of a program completer | ○ | ○ | |
| Placement patterns of completers | ○ | ○ | |
| Other (specify) | ○ | ○ | |

## Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:

1. Data collection is uneven and results are not consistently summarized, reported, (ADV)

and analyzed on the schedule for the unit.

From the 2011 NCATE on-site review, the example program that was cited for uneven data collection was the Advanced Studies in Teaching and Learning (ASTL).  At that point in time, few students were enrolled in the program and admittedly the assessment data collection was not systematic.  In 2010, a new ASTL coordinator was assigned to the program and assessment changes have been made and regular data collection and analysis has been occurring annually.  Further, the ASTL program has grown substantially under the new program leadership.  Lastly, all Graduate programs meet monthly to review programmatic issues, including assessment content, process, reporting, and resulting program changes.

## Section 7. Accreditation Pathway

Continuous Improvement. *Summarize progress toward target level performance on the standard(s) selected.*

Our Professional Education Unit (PEU) has undergone some major changes which maintain our focus on the target level of NCATE Standard 2: Assessment System and Unit Evaluation. This past year the PEU has experienced an inordinate number of externally driven changes and many of these changes will improve our assessment system but will take time to implement. These changes include: 1. Compliance with changes in many licensure requirements or licensure categories (e.g. P-4 Early Childhood to K-6 Elementary Education), as required by the Arkansas Department of Education. 2. Compliance with the Arkansas Department of Education's new teacher supervision, evaluation, and mentoring program (Teacher Excellence and Support System - TESS) which must also be implemented for pre-service teachers in their preparation program. 3. Compliance with the Arkansas legislative requirement that all undergraduate programs must be reduced to no more than 120 credit hours. 4. Compliance with new legislatively required teacher professional development requirements (e.g. teen suicide and others) that include pre-service teacher participation during their preparation program. 5. Changes in candidate assessments to align with revised programs and to meet new CAEP and/or SPA standards. 6. Changes in our institution's undergraduate General Education/Core requirements and incorporation of additional institution-specific student assessments. 7. Adoption and replication of the University of Texas-Austin's UTeach program to prepare secondary science and mathematics teachers, as strongly encouraged by Governor Beebe. 8. Loss of our NCATE/CAEP Coordinator position due to our Provost's decision to cut the position after the incumbent resigned to move out-of-state. We plan to continually move toward target on Standard 2: Assessment System and Unit Evaluation.

## Section 8: Preparer's Authorization

Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2014 EPP Annual Report.*

☑ I am authorized to complete this report.

Report Preparer's Information

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